U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mrs. Barbara J Sperl
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Crawford Elementary School
(As it should appear in the official records)

School Mailing Address 692 Ravens Way
(If address is P.O. Box, also include street address.)

City Eielson AFB   State AK   Zip Code+4 (9 digits total) 99702-1346

County Fairbanks North Star Borough   State School Code Number* 160400

Telephone 907-372-3306   Fax 907-372-3199

Web site/URL   http://crw.k12northstar.org   E-mail barbara.sperl@k12northstar.org

Twitter Handle _____   Facebook Page _____   Google+ _____

YouTube/URL _____   Blog _____   Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr. Pete Lewis   E-mail: pete.lewis@k12northstar.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fairbanks North Star Borough School District   Tel.   907-452-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms Heidi Haas
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   21 Elementary schools (includes K-8)
   (per district designation):   4 Middle/Junior high schools
                                            7 High schools
                                            3 K-12 schools

                                            35 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

3. 1 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	43	41	84
4	42	33	75
5	49	38	87
6	25	31	56
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	159	143	302

5. Racial/ethnic composition of   2 % American Indian or Alaska Native
    the school: 5 % Asian
                                       5 % Black or African American
                                       10 % Hispanic or Latino
                                       2 % Native Hawaiian or Other Pacific Islander
                                       70 % White
                                       6 % Two or more races
                                       100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 28%

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	40
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	45
(3) Total of all transferred students [sum of rows (1) and (2)]	85
(4) Total number of students in the school as of October 1	302
(5) Total transferred students in row (3) divided by total students in row (4)	0.281
(6) Amount in row (5) multiplied by 100	28

7. English Language Learners (ELL) in the school: 2 %
                                                        6 Total number ELL
    Number of non-English languages represented: 4
    Specify non-English languages: Yup'ik, Filipino, Spanish, Laotian

8. Students eligible for free/reduced-priced meals: 29 %

    Total number students who qualify: 98

    If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: <u>13</u> %

                                                                          <u>45</u> Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0 Autism	0 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
0 Deaf-Blindness	15 Specific Learning Disability
1 Emotional Disturbance	23 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 <u>15:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes   No <u>X</u>

    If yes, select the year in which your school received the award.

PART III – SUMMARY

Crawford Elementary School, a Five Star School, is an academic institution serving 300 students in grades 3 through 6, where every member of the school community is expected to show unconditional respect and an uncompromising commitment to excellence. In a diverse, multifaceted, technologically-rich culture, we strive to ensure that all students will be knowledgeable citizens and life long learners. Ensuring a safe and positive learning environment for our students is of the utmost importance to our staff.

Crawford Elementary is located on Eielson Air Force Base in the heart of beautiful Interior Alaska, 20 miles south of Fairbanks and 198 miles south of the Arctic Circle. The overwhelming majority of our students are military dependents transitioning from locations around the world. We are a culturally-responsive school, fostering a climate of respect to ensure all students and their families are welcomed and included in school activities. Twenty-nine percent (29%) of our student population qualifies for free or reduced lunch. We have a mobility rate of 28% due to transfers, either within our district or families being reassigned to duty stations elsewhere. Approximately 85% of our students live on Eielson Air Force Base with the remaining students living in neighboring communities.

Our school provides a variety of programs to help support and educate the whole child. The Big Brothers and Big Sisters Program provides successful and meaningful mentoring relationships for students who may have a deployed parent or come from a single family home. Our staff works hard to support our students' academic needs through Catch-Up Club (an open library time during lunch) and Homework Club (after school). Teachers provide extra tutoring sessions dependent on the assessed needs of students.

We started a Parent Teacher Organization (PTO) this year, which has allowed us to focus more of our time and energy on our students. Additionally, Writing and Science Clubs were introduced this year, while Running Club, Ski Club, Chess and Strategy Club, and Robotics Club continue to have strong memberships. Our music program offers students in all grades the opportunity to participate in co-curricular musical organizations (Choir, Band, Orchestra, and Music Mania, an Orff Ensemble) with performance goals in mind.

Weekly rewards such as Good Caribou Citizens, (a classroom reward), and Caribou Bucks, (individual rewards) are earned for behaviors that exemplify our standard of respect and care for each other. Kudos for Caribous is a more public recognition for students who might otherwise go unnoticed. District-wide recognition is also afforded to deserving students through participation in the Spelling Bee, Geography Bee, Student of the Week, Student Artist of the Week, Robotics Competition, Black History Month Poster & Essay Contest, and Science Fair.

The staff and students of Crawford Elementary have always taken quiet pride in doing their best to give and receive the best possible education and becoming life long learners. Crawford's Standards Based Assessment scores have proven that we are doing just that. Winning the Blue Ribbon Award would give well-deserved recognition those who have worked so hard: Our students and staff.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Crawford Elementary's academic achievement is a shining constant in a sea of perpetual change. Crawford has an annual 28% student transiency rate and has experienced numerous staffing changes over the past five years, among teachers, support staff, and administration. At the same time, Crawford's academic scores, as indicated on state standardized assessments, are consistently among the top 1% in the entire state. For example, on the most recent assessments in April 2013, Crawford received recognition for being a Five Star school for earning "Highest Performance" and "High Progress" towards closing the achievement gap. Crawford earned 94.6% proficiency in Reading, 92% proficiency in Writing, 92.6% proficiency in Math, with a 93.1% in Achievement, and 95.3% in Growth. Crawford's scores include 100% of the student population. These scores indicate that, despite abundant change, the one constant is the unwavering commitment of the entire Crawford team to the academic success of all students.

The State of Alaska employs the Standards Based Assessments (SBAs) as an annual gauge of student achievement and growth. The assessment is administered in early April and all students are assessed in Reading, Writing, Math with the fourth graders completing an assessment in Science. The SBAs are divided into four categories of Far Below Proficient, Below Proficient, Proficient, and Advanced. The specific criteria for each category vary from subject to subject and grade to grade. The state's objective is for all students to achieve proficient or advanced status on each component. The specific variances are posted.

Reading

Grade	Far Below Proficient	Below Proficient	Proficient	Advanced
3	<261	261-299	300-391	391+
4	<260	260-299	300-414	414+
5	<251	251-299	300-417	417+
6	<234	234-299	300-393	393+

Writing

Grade	Far Below Proficient	Below Proficient	Proficient	Advanced
3	<218	218-299	300-401	401+
4	<204	204-299	300-419	419+
5	<187	187-299	300-405	405+
6	<215	215-299	300-395	395+

Math

Grade	Far Below Proficient	Below Proficient	Proficient	Advanced
3	<263	263-299	300-389	389+
4	<260	260-299	300-382	382+
5	<252	252-299	300-372	372+
6	<258	258-299	300-375	375+

During the past five years Crawford has consistently earned impeccable scores on the SBAs. There have been minor variations due to the dynamic nature of our student population and staff; however, the overall trends reflect steady growth. For example, the Reading and Language Arts scores improved from a school average of 88% in 2008-2009 to 95% in 2012-2013 and the school averages in Math improved from 86% in Reading and Language Arts to 94% in 2012-2013. These scores are a testament to the implementation of effective instructional strategies and professional collaboration.

Multiple performance trends are evident from this data. All grade levels have experienced steady gains in Reading during the past five years. It is noteworthy that the gains have increased for specific cohorts of students. For example, the 2009-2010 3rd graders had a proficient or advanced success rate of 93%, 93% in 4th grade, 96% in 5th grade, and 97% in 6th grade. A similar trend is evident in Math. The 2010-2011 cohort had 86% in 3rd grade, 93% in 4th grade, and 96% in 5th grade. These trends are tangible examples of the growth Crawford students achieve during their tenure at Crawford.

Multiple factors have contributed to the significant gains of the students over the past five years. The factors include professional development, utilizing research-based teaching methodologies, teaching to fidelity, the implementation of a variety of differentiation and support programs, Professional Learning Communities and collaboration, the integration of technology, parent-teacher partnerships, community involvement, adhering to high expectations, and the establishment of a culture of learning.

Crawford Elementary's teachers and support staff are committed to the success of all students. One of our greatest assets is our team-centered approach to learning. Through formal and informal collaboration the staff works synergistically to ensure that all students master the standards and are provided the support to be successful in all facets of the school environment.

Professional development is an integral component of the staff's success. Staff members eagerly participate in district, state, and national training opportunities and they readily share their newfound knowledge with their colleagues via both formal and informal means. The staff actively pursues research-based teaching methodologies (e.g. Response to Intervention, StoryTown, and Every Day Math) to enhance student learning. All instruction is taught to fidelity with opportunities to differentiate to best meet the diverse needs of the students. Through regular team meetings, the staff ensures that everyone is covering the state standards utilizing the most effective teaching strategies. Students that would benefit from differentiation are discussed and changes are implemented. Crawford provides a full range of support opportunities, from special education to extended learning programs. Both academic and counseling concerns are addressed to ensure that all the needs of the students are met. A wide range of technology is employed, including both software (e.g. apps, programs, websites) and hardware (e.g. iPads, laptops, document cameras, and Smart Boards). Regular communication is maintained with parents and guardians via a wide range of methods (e.g. online grades, weekly newsletters, websites, emails, positive phone calls, and intervention meetings). Crawford has a rich history of setting and fulfilling high standards for all students. The students are provided a structured and nurturing environment. All students are expected to master the standards and they are given the resources to excel.

According to the Alaska School Performance Index 2012-2013, all sub-groups had shown growth and met their progress goals. At the same time, a handful of sub-groups were not within 10 points of the school average. For example, the Limited English Proficiency students earned 80% on the Reading test and the school average was 94.74%. The LEP students are receiving one-on-one supplemental instruction with a LEP instructor multiple times a week. The LEP students receive classroom and testing accommodations based on their evolving mastery of the English language. One of our current LEP students has access to a translator for part of the school day, to ensure she understands the curriculum and is able to adequately express herself. The Students with Disabilities subgroup had a gap of 10 points or more, compared to the school average, on both the Writing and Math tests. These students receive extensive instruction and support through the Special Education classroom. A full-time teacher and aide provide instruction and accommodations based on the students' Individual Education Plans. The IEPs are evaluated annually and modifications are made based on the students' progress. As indicated by the Alaska School Performance Index, all of our sub-groups of students are making significant progress which validates that our interventions are effectively closing the achievement gap.

2.   **Using Assessment Results:**

Understanding that assessment is just one part of the student's academic profile, our teaching staff uses many types of assessment data to help guide instruction. Our third through sixth grade teachers review SBA

scores from the previous year during the first weeks of the new school year. We look for trends, in both weaknesses and strengths, in order to plan for the instructional needs of our students.

Universal screenings for all grades, in both math and reading, are given three times a year. Based on these scores our Response to Intervention (RTI) tutors and teachers are able to pinpoint problem areas for individual students and provide interventions that will boost student performance and confidence. Programs such as Reading Naturally and Earobics are computer-based programs that can be set up to give students practice on specific reading skills. Math Elevations and Math Odyssey provide the same type of information in math. Information from both programs is then shared with parents. Students are monitored continuously and are able to exit the program when a certain level of proficiency is met.

Star Reading and Star Math are assessment instruments that are used by individual teacher, conducted twice a year. These assessments give the students feedback on personal growth as compared to the start of the school year. The Star Reading Test ties into Accelerated Reader (AR), which is widely used by our classroom teachers to measure student comprehension. Students are also able to monitor their scores and make decisions on their reading skills using this program.

We use weekly grade-level Professional Learning Community meetings to discuss student progress and planning strategies for the upcoming weeks. The performance of struggling students is brought forward in order that strategies and interventions can be discussed and implemented.

Student Support Teams meet at least yearly to review and renew goals for students with IEPs and 504 plans. Parent input is a strong part of these meetings. Teachers and parent are often in contact discussing student progress and making adjustments that will better serve the student.

We use Powerschool Premier, a web-program, provided by our district to help keep our parents informed about their child's progress. Parents are able to check on student attendance and grades. Teachers also use email and phone calls to touch base with parents, sharing successes and struggles.

3.   **Sharing Lessons Learned:**

One of the reasons that Crawford Elementary is a Five Star School is our spirit of collaboration both within the walls of our building and among the community at large. We have an open-door policy that extends to all. We welcome parent volunteers, teaching interns from the University of Alaska Fairbanks, and community members. Guest speakers provide enriching perspectives in the classroom and in our after-school clubs. Our community is filled with people who are willing to share their expertise, putting a real life connection to our students' education, creating a desire for life-long learning.

Our staff is dedicated to collaboration as evidenced through the sharing of ideas, inservices, and training. For example, at staff meetings, staff members share best teaching practices and methodologies with their colleagues. Another example is that, at inservices or professional staff-development meetings, staff members will share their expertise in recent trainings with not only the staff at Crawford, but with clinicians from the district, state, and national levels.

In recognition of our staff's expertise, members have been invited to speak with policy makers and educational leaders. For example, our music teacher was invited to speak with the Alaska delegation to the U.S. Senate and House of Representatives on the topic of Music Advocacy and STEM to STEAM policy.

Our teachers collaborate in Professional Learning Communities within our building and with the use of technology, such as Skype and FaceTime, to work with teachers and other professionals at other sites. Time is spent identifying best practices and working with the Alaska State Standards. Teachers share information about how students are learning, what works and what could be improved or enhanced. Teachers discuss data from Response to Intervention (RTI), formative and summative assessments as tools to help guide their teaching methods in order to best meet the needs of their students.

Sharing information and techniques during professional development days within our district helps to further refine our teaching techniques. Reading and Math practices are researched and discussed. These are measured alongside the Alaska State Standards in an effort to improve student performance in those curricular areas.

4. **Engaging Families and Community:**

Crawford Elementary has always fostered a positive relationship with the families and the community we serve. Parents are informed of the happenings within our school by several means. Daily parent bulletins via email, weekly newsletters by teachers, and monthly school-wide newsletters provide the general information. PowerSchool, an electronic program provided and run by our school district, gives parents instant access to their child's academic performance.

We hold official Parent/Teacher Conferences twice each year. Students are encouraged to attend these conferences as well, creating a team approach to the child's education. Parents are also encouraged to stop by or call anytime. With over 93% participation in Parent/Teacher conferences, the results are very positive for the students.

To further enhance our communication and parent involvement, we established a Parent Teacher Organization (PTO) this year. The PTO's plans include organizing volunteers for field trips, coordinating fund-raising activities, and assisting teachers in non-instructional duties for the classrooms. Our PTO plans to host evening events on a quarterly basis that will be geared toward encouraging positive educational interactions between students, parents, and school staff.

Crawford Elementary has a long history working with the Big Brothers/Big Sisters program. The program connects both airmen and community members here on Eielson Air Force Base with at-risk students via a mentoring program. Through this partnership, the adults work with some of our students who have a deployed parent or come from a single-family home. Not only do these partnerships have a dramatic and positive effect on the little brother or sister, they often reach out in positive ways to other students in our buildings.

It is the bond and partnership we have with our parents, students and our community, that has helped to make Crawford the Five Star School that it is.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Crawford Elementary's curriculum aligns with Alaska State Standards in the subject areas of reading/language arts and mathematics, and researched-based materials in the areas of science, social studies, music, and physical education. Those who enter our classrooms will find that teachers have high expectations for all students. Students are expected to use appropriate academic vocabulary. Learning targets are posted to help students focus on the lesson at hand. Students are expected to be accountable for their own learning.

Our district's StoryTown curriculum is a researched-based Reading/Language Arts program. Integrated within the StoryTown curriculum are four key components that are the foundation for reading instruction: 1) Oral Language (oral vocabulary, phonemic awareness), 2) Word Study (phonics, spelling, vocabulary words), 3) Reading (comprehension fluency, skills-based practice readers, and 4) Language Arts (writing, grammar). Currently, the cornerstone of the mathematical curriculum is Every Day Math (EDM).

In recognition that the EDM program does not align with the Alaska State Standards, our district's curriculum department, with input from our staff, is currently adopting a new math program which will meet the needs of the State Standards and the differentiated needs of the students. Math is taught in every classroom between 60 to 90 minutes daily. Whole group direct instruction is given, as well as individual, group, and partner activities. Kagan techniques are widely implemented in our building during math instruction. The teachers in our building use a wide variety of supplemental activities to individualize instruction to meet specific needs of their students. Tactile and visual aids and along with manipulatives are used with most concepts, especially fractions and place value.

Macmillian/McGraw-Hill is the text used as the basis of our Science Curriculum. Our teaching staff uses inquiry-based teaching to model and teach the scientific process. They also bring in other materials that make science relevant to our students. It isn't unusual to find student dissecting moose hearts or other organs to learn about how our bodies work. The Science Fair, held every year during the third quarter, showcases our students' learning. Several students are chosen each year to attend the District Science Fair in March. Our district has adopted the Harcourt Series for Social Studies. Our third grade focuses on Alaska-past and present, fourth grade learns about physical and cultural geography, fifth grade focuses on United States and History and Government, and Sixth Grade learns about Ancient Societies. Students are provided with general music classes twice a week for 30 minutes (total of 60 minutes). Following an eclectic approach to meet the requirement of the district-approved curriculum, students are engaged in singing, dancing, active listening, music literacy and music theory. Instruction is provided on drums, the Orff instrumentarium, recorder consort, and ukuleles. From a student body of approximately 300, 41.3 % of the students are involved in extra music activities, which supplement and support the general music curriculum.

Many students are in multiple organizations. Approximately 110 students are members of the Crawford Singers and the Crawford Junior Singers. Physical Education at Crawford Elementary, provided twice a week, is a time to look forward to fun activities, skill development, in both indoor and outdoor sports, and overall well-being for students at every level. Students learn to be part of a team, learn good sportsmanship, and build awareness and confidence both physically and mentally. Library Skills are taught once a week by our library associate and students have access to the library throughout the school day, during lunch and after school. Our district provides our school with Art Specialists three times a year. Art lessons are taught to each class, with the specialist providing researched materials on a specific topic or theme. Lessons are modeled for teachers and then turned into art kits that can be checked out to classroom teachers in future years.

The staff at Crawford, from the principal down to the night custodians, believes that learning to read is a basic and fundamental necessity to everything. It is the mission of our staff to do everything we can to make sure our students have every opportunity to learn the skills that will make all learning easier. Reading is

critical to gathering information that could be used in a Science Fair project, for example, and math is used in projects involving Art. Our students are aware that learning is not stagnant or strictly subject specific.

2. **Reading/English:**

Our district's StoryTown curriculum is a Reading/Language Arts program that is research-based. Integrated within the StoryTown curriculum are four key components that are the foundation for reading instruction: 1) Oral Language (oral vocabulary, phonemic awareness), 2) Word Study (phonics, spelling, vocabulary words), 3) Reading (comprehension fluency, skills based practice readers, and 4) Language Arts (writing, grammar).

Our teachers use Close Reading strategies, instruction that provides to students text based support when they discuss or answer questions relating to something they have read. When students are required to use information from the text, it becomes necessary for them to examine the text more thoroughly and interpret what they are reading. Close reading encourages better comprehension.

Many of our teachers incorporate audio books so that students of all reading abilities can enjoy and learn using novels that match grade and interest levels. Our belief is that hearing the story gives the student the opportunity to experience inflection, pronunciation, rate of speed, etc. Reading out loud with partners gives out students the opportunity to practice what they have been hearing.

Accelerated Reading (AR) is a program used throughout our school, which promotes independent reading within each classroom. It allows students to take ownership of their own reading. The comprehension tests provide the feedback that teachers need to monitor students' progress at their individual levels. Students build a strong foundation of vocabulary, comprehension skills, and memory stamina based on their individual needs.

Over the years, our school has built an extensive library of AR books at all levels. Students are encouraged to read and test on books they have read during the school year and during the summer months. These tests cannot be taken at home, so students must remember what they have read in order to take the tests in the fall. Points are given and every few weeks, students are able to spend their points for prizes and once a quarter students may buy an 'AR Yummy' treat. This year we celebrated a 6th grade student who had achieved over 2000 points over the course of his 3 ½ years in our school. A first for us!

The STAR Reading Diagnostic test is used to determine reading levels and zones of reading. This test is to identify and monitor students' individual reading levels for the AR Program. Tests are given regularly to show students and their parents the progress made. Our teachers, the librarian, and the students can then adjust reading levels and zones of reading as needed.

Guys and Gals Read for our Fourth Grade Students, a community based program, is provided by community volunteers and military members who come in to read to the students during the lunch break. Many of our reluctant readers have made a critical turn in their reluctance to read after this program has been through our school. Men and women volunteers come and share the reading of high interest books for boys or girls. They model good reading and most of all their own love of reading. Each program lasts 4 weeks, meeting twice a week.

Weekly Readers, Scholastic News, National Geographic, and Time for Kids are magazines provided to our students in order to bring bring news to life with current events stories written at a variety of reading levels. Students read and interpret graphs, compare and contrast information and are often given the opportunity to voice their opinion on current issues. This not only improves their public speaking skills but, gives them the opportunity to hear and discuss other points of view.

Over the years our teachers have created Novel Kits that are synced with our AR program. They are select sets of books, DVD's, and Teacher Literature Units including lesson plans and assessments that relate across curriculum. Novel kits are and extension of our StoryTown reading program. Students use a variety of

methods of reading these books and sharing in the learning activities. Vocabulary and word skills, grammar and comprehension activities are incorporated in the kits.

Response To Intervention (RTI) is a universal screening and progress-monitoring program. Instruction is delivered to students using a variety of resources that address the nature and severity of the student's difficulties. Universal screening occurs 3 times per year and gives us a quick snap shot of how our students are doing. If students need interventions, we use programs such as Read Naturally and Earobics. Students are worked with in small groups of 2-4, or individually and the specific skills that were identified are targeted. Teachers also work with these students in their classrooms, paying attention to the targeted need so that students are able to build on the weaker skills.

3.   Mathematics:

A comprehensive mathematics is also a top priority at Crawford Elementary School. The staff realizes the importance of math in all aspects of their students' lives, both current and future. Students who master math are better equipped to make choices in their educational opportunities. The staff at Crawford Elementary provides a rich and multifaceted curriculum with varied instructional techniques to address individual student needs. Currently, the cornerstone of the mathematical curriculum is Every Day Math (EDM). In recognition that the EDM program does not align with the Alaska State Standards, our district's curriculum department, with input from our staff, is currently adopting a new math program which will meet the needs of the State Standards and the differentiated needs of the students.

Math is taught in every classroom between 60 to 90 minutes daily. Whole group direct instruction is given, as well as individual, group, and partner activities. Kagan techniques are widely implemented in our building during math instruction. The teachers in our building use a wide variety of supplemental activities to individualize instruction to meet specific needs of their students. Tactile and visual aids and manipulatives are used with most concepts, especially fractions and place value.

Specific supplemental activities include Every Day Math Apps on iPads, STAR Math on the computer, using BrainPop to enrich concepts, foldables, and SRA math kits. Teachers also implement kinesthetic-spatial lessons, which get students physically involved with their learning, thus increasing learner motivation. MobyMax and FunBrain activities are also student favorites that are used to target specific math standards. To meet the diverse individual needs of students, a wide variety of education opportunities are available, including Response to Intervention (RTI), Extended Learning Program (ELP) and Special Education.

Working with real life situations helps our students to understand that they are not learning isolated skills. Some of our students created graphs about library circulation, using computers, that helped our librarian create a visual for her monthly report on types of books being checked out. Other classes graph temperature charts and keep track of daylight hours, which is important to us here in the north.

Crawford Elementary is also part of a district-wide advanced math program that covers pre-algebra topics. Students use an online textbook through Blackboard, Inc. called Course Sites. Each student is assigned an iPad from which they can access the textbook materials as well as participate in district wide discussions and activities with the other advanced math students. At the close of the year, the students from around the district join together for Math Day, an event held at the University of Alaska Fairbanks. The main goal for this class is to provide a deeper understanding of the mathematical concepts through rich, interactive math experiences that are appropriate for a 6th grade advanced math student.

4.   Additional Curriculum Area:

At Crawford, our mission is to provide students with an exemplary education, encompassing not only academic subject areas, but also exposure, study and involvement in performing and visual arts. Multiple studies have shown that the study of music improves math skills, reading/verbal skills, spatial reasoning, and brain development. We are committed to music education for every child. It is through participation in a

musical ensemble that many children who struggle in the academic classroom find success and personal fulfillment.

Students are provided with general music classes twice a week for 30 minutes (total of 60 minutes). Following an eclectic approach to meet the requirement of the district-approved curriculum, students are engaged in singing, dancing, active listening, music literacy and music theory. Instruction is provided on drums, the Orff instrumentarium, recorder consort, and ukuleles.

From a student body of approximately 300, 41.3 % of the students are involved in extra music activities, which supplement and support the general music curriculum. Many students are in multiple organizations. Approximately 110 students are members of the Crawford Singers and the Crawford Junior Singers.

Music Mania is a group of thirty-two fifth and sixth grade students who prepare a concert incorporating many aspects of the general music class. These activities may include recorders, mallet instruments, percussion ensembles, boom whacker ensembles, folk dance, and body percussion.

Band and orchestra instruction is provided for nearly seventy students in grades 4 through 6. Once a week, students are given small-group instruction in brass, woodwind, percussion, and string instruments, grouped homogeneously. For the second lesson of the week, students rehearse in a large-group ensemble, incorporating all instrumental families.

Performance opportunities include Winter Concert and Spring Concerts, school board meetings, and a concert combining the ensembles of several elementary schools. Additionally, the choir presents an annual Veteran's Day Concert, which has become well-respected throughout the community and is attended by members of the School Board, the local media, the Superintendent, the Wing Commander, and featured personalized video greetings from Alaska's two U. S. Senators.

A repertoire from a wide range of composers is carefully selected to encourage desired skills of the developing musician, and includes varied genres and styles. Once a month, the student body, as a whole, sings the National Anthem and Alaska's Flag at school assemblies. Impromptu concerts are often given for passers-by in the music department.

5. **Instructional Methods:**

The staff at Crawford uses a variety of methods to engage students in learning. Explicit and differentiated instructional methods are incorporated in every subject area. Whole group and small group instruction are used in the general classroom, along with specific individual instruction through pull-out programs based on the students' assessed needs. Peer tutoring is used across the grade levels, arranged by teachers to develop deeper understanding by those who are doing the tutoring and those who are receiving it.

Semi-annually, STAR Reading and STAR Math assessments are conducted. Accelerated Reader, an on-going assessment tool, is used daily for reading comprehension. Annually, the Standards Based Assessment and the Terra Nova tests provide feedback on student growth. Universal Screening, given three times a year to all of our students, helps measure student growth in reading and math, and provides information that is needed to strengthen areas of weakness. With this information, collaborative team meetings are able to devise interventions that will move students forward.

Our Extended Learning Program at Crawford Elementary provides enrichment activities for academically gifted students. While supporting the specific grade level curriculum, the uniqueness of each student is also kept as a focal point. In recognition of the student's advanced developmental level, the Socratic Method of Teaching is the main method of instruction for this group. This method helps the student process information through the use of questions that challenge their critical thinking skills and engage them in analytical discussions. Technology is an integral part of our classes as the student's research and design projects for their various units of study.

To meet the diverse needs and learning styles of the students, technology plays a large part in Crawford's instructional focus. Teachers use programs such as MobyMax, Spelling City, STAR Reading and Math for diagnostics as well as for learning. As added practice for math, BrainPop and Everyday Math Apps are encouraged for use at home as well as school to help build the necessary skills for success.

Through a comprehensive, research-based array of programs, students can seamlessly work on the Math Curriculum at school and at home. These programs both supplement and enrich the students' mastery of the state standards, as evidenced in Crawford's 94% proficiency rate and continuous annual yearly progress.

6.   Professional Development:

Crawford Elementary's staff combines decades of experience working in education with a wealth of training. All staff members are life-long learners, actively seeking opportunities to learned new methodologies and teaching strategies. Crawford's teachers average over 17 years of experience working in education. The majority of the teachers earned Masters' degrees in Education and two teachers hold National Board Certification. All staff members are Highly Qualified in their subject areas. In addition, many of the staff members hold supplemental degrees and/or certifications in a diverse range of fields including deaf and hard of hearing, Hispanic studies, music, business, early education, administration, and Guidance and Counseling.

The staff members have embraced a wide variety of research-based training opportunities (e.g. Kagan, Response to Intervention, Champs, Fetal Alcohol Syndrome, and Crisis Prevention Intervention, among others). All staff members have extensive training in educational programs and technology. A few examples include video production, website development, Weebly, Smart Board, Google Docs, Sibelius, and PowerSchool. All teachers complete numerous professional development inservices and workshops every year and all teachers complete college courses at least every five years. Almost half of Crawford's teachers have been nominated for a variety of teacher of the year awards.

Our district provides a program of content mentor coaches who are available to visit classrooms of new as well as veteran teachers to observe and model lessons. The coaches bring new ideas and information as well as tips from other classrooms. Teachers in our building who have used the program have had the ability to lean on the expertise of master teachers without the cloud of evaluators. They have found it be a valuable professional development tool. This program has been very successful, district-wide, in helping to raise and maintain teaching standards.

Teachers in our building are constantly striving to improve teaching techniques in order to provide every student with the opportunity to achieve his or her potential. They meet weekly in professional learning communities as a part of continual professional development. Teachers use this time to discuss teaching methods that will benefit students, become more acquainted with the Alaska State Standards, and discuss information learned in their own growth plans. The Crawford team is committed to staying on the cutting edge of educational innovation.

7.   School Leadership

Our philosophy of leadership is to lead by example. Our staff is committed to respect and excellence. We strive to live this everyday. Our staff strives to maintain a united front on school policies. Students in our school treat every adult in our building with as much respect as their classroom teacher and every adult reciprocates in the same way. When all staff members model appropriate behavior, students have a consistent standard of excellence to emulate.

The principalship of our school has changed hands several times over the five years. In spite of this, our test scores have remained consistently high. The staff at Crawford is united in the goal of teaching excellence. Collaboration between grade levels and across the grade levels goes on all day. Teachers and other staff members hold themselves accountable to the student body and the results have spoken for themselves.

Our leadership team consists of the principal, teachers and specialists who embody the shared vision of the school as a whole. We have several committees and Professional Learning Communities that meet on a regular basis, discussing the needs of our students and making changes if necessary to enhance the learning and growth of our building. These committees then consult with the principal.

Communication is an integral part of the school leadership function. The principal shares important information, happenings, and kudos through a weekly staff newsletter, called 'Finally Friday'. Additionally, email, classroom visits, informal social networking, and informal team leadership committee meeting are sources of communication between the administration and the staff.

The principal's regular classroom visits provide observations and student learning and teacher instruction. Teachers receive informal feedback, which enhances and validates their instruction. Students receive an opportunity to show what they are learning. The visibility of the principal in the classroom gives credence to the idea that she is also a life-long learner.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: AK Comprehensive System of Student Assessment (CSSA)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	91	93	86	88	87
% Advanced	37	53	46	62	44
Number of students tested	85	90	70	71	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	88	93	81	76	82
% Advanced	25	38	38	48	41
Number of students tested	36	31	16	25	22
2. Students receiving Special Education					
% Proficient plus % Advanced	78	91	73	50	80
% Advanced	7	58	9	30	40
Number of students tested	14	12	11	10	5
3. English Language Learner Students					
% Proficient plus % Advanced	0	100	57	100	100
% Advanced	0	66	29	100	0
Number of students tested	1	3	7	1	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	99	100	78	100	100
% Advanced	11	63	33	75	67
Number of students tested	9	11	9	4	3
5. African- American Students					
% Proficient plus % Advanced	100	100	50	68	91
% Advanced	0	100	50	68	36
Number of students tested	2	3	2	3	11
6. Asian Students					
% Proficient plus % Advanced	60	100	100	0	2
% Advanced	40	50	50	0	0
Number of students tested	5	2	2	0	2

7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	50	50	100	50
% Advanced	20	0	0	3	0
Number of students tested	5	2	2	3	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	92	90	89	85
% Advanced	45	52	48	56	44
Number of students tested	57	67	48	55	46
10. Two or More Races identified Students					
% Proficient plus % Advanced	70	100	86	100	100
% Advanced	28	40	57	83	60
Number of students tested	6	5	7	6	5
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: AK Comprehensive System of Student Assessment (CSSA)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	93	96	96	89
% Advanced	69	70	82	66	57
Number of students tested	88	71	73	74	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	92	93	95	100	84
% Advanced	54	71	74	63	40
Number of students tested	26	14	19	19	25
2. Students receiving Special Education					
% Proficient plus % Advanced	89	100	80	72	67
% Advanced	33	33	60	29	17
Number of students tested	9	3	15	7	6
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100	100	0
% Advanced	0	0	50	0	0
Number of students tested	2	4	4	1	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	83	83	100	89
% Advanced	67	83	83	75	56
Number of students tested	12	6	6	4	9
5. African- American Students					
% Proficient plus % Advanced	86	100	100	100	100
% Advanced	86	100	50	71	0
Number of students tested	7	1	2	7	3
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	0
% Advanced	33	100	50	100	0
Number of students tested	3	1	2	1	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	100	0	100	100

% Advanced	0	0	0	75	50
Number of students tested	0	2	0	4	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	94	96	95	88
% Advanced	67	71	85	65	58
Number of students tested	12	52	53	48	48
10. Two or More Races identified Students					
% Proficient plus % Advanced	83	100	100	100	100
% Advanced	50	86	80	60	86
Number of students tested	6	7	10	10	7
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: Data Recognition Corporation

Test: Alaska Comprehensive System Student Assessment (CSSA)

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	96	89	83	93	86
% Advanced	69	59	65	76	58
Number of students tested	61	66	77	66	87
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100	85	74	96	81
% Advanced	79	45	48	67	39
Number of students tested	14	20	23	21	31
2. Students receiving Special Education					
% Proficient plus % Advanced	67	43	46	72	40
% Advanced	33	14	23	43	20
Number of students tested	3	7	13	7	5
3. English Language Learner Students					
% Proficient plus % Advanced	100	0	0	100	0
% Advanced	50	0	0	100	0
Number of students tested	2	0	0	1	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	80	100	80	100	100
% Advanced	20	75	60	100	88
Number of students tested	5	4	5	6	8
5. African- American Students					
% Proficient plus % Advanced	33	100	100	50	83
% Advanced	0	50	80	50	33
Number of students tested	3	2	5	2	6
6. Asian Students					
% Proficient plus % Advanced	100	100	0	0	100
% Advanced	50	100	0	0	100
Number of students tested	2	2	0	0	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	0	50	100	100

% Advanced	100	0	25	0	0
Number of students tested	2	0	4	3	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	88	83	92	83
% Advanced	71	52	62	76	59
Number of students tested	44	48	52	50	58
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	90	90	100	85
% Advanced	100	80	90	100	46
Number of students tested	5	10	11	5	13
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 6

Publisher: Data Recognition Corporation

Test: Alaska Comprehensive System Student Assessment (CSSA)

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	89	90	94	83
% Advanced	63	65	62	60	53
Number of students tested	64	72	69	79	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	92	73	84	86	69
% Advanced	54	40	58	29	39
Number of students tested	26	15	19	21	23
2. Students receiving Special Education					
% Proficient plus % Advanced	89	50	63	100	67
% Advanced	33	25	25	50	67
Number of students tested	9	12	8	4	3
3. English Language Learner Students					
% Proficient plus % Advanced	100	0	0	0	100
% Advanced	0	0	0	0	0
Number of students tested	2	0	1	0	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	67	100	100
% Advanced	67	63	67	70	100
Number of students tested	12	8	9	10	1
5. African- American Students					
% Proficient plus % Advanced	86	100	100	100	40
% Advanced	86	50	25	50	0
Number of students tested	7	4	4	4	5
6. Asian Students					
% Proficient plus % Advanced	67	0	0	100	100
% Advanced	33	0	0	100	100
Number of students tested	3	0	0	1	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	80	0	100	100

% Advanced	0	60	0	50	0
Number of students tested	0	5	3	4	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	86	92	92	92
% Advanced	72	65	60	53	58
Number of students tested	60	49	48	51	52
10. Two or More Races identified Students					
% Proficient plus % Advanced	83	100	100	89	90
% Advanced	50	83	80	89	50
Number of students tested	6	6	5	9	10
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

Subject: Reading/ELA   **Test:** AK Comprehensive System of Student Assessment (CSSA)

All Students Tested/Grade: 3   **Edition/Publication Year:** 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	92	90	88	93	91
% Advanced	50	51	52	54	57
Number of students tested	85	90	68	71	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	86	90	87	50	86
% Advanced	47	20	53	0	50
Number of students tested	36	20	15	4	22
2. Students receiving Special Education					
% Proficient plus % Advanced	93	71	56	50	80
% Advanced	21	14	11	17	40
Number of students tested	14	7	9	6	5
3. English Language Learner Students					
% Proficient plus % Advanced	100	0	33	0	100
% Advanced	0	0	0	100	0
Number of students tested	1	0	6	1	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	50	78	0	100
% Advanced	33	50	56	0	67
Number of students tested	9	4	9	0	3
5. African- American Students					
% Proficient plus % Advanced	100	100	100	100	91
% Advanced	0	0	50	0	46
Number of students tested	2	2	2	100	11
6. Asian Students					
% Proficient plus % Advanced	80	100	100	0	100
% Advanced	40	0	100	0	50
Number of students tested	5	2	2	0	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	0	50	100	100

% Advanced	60	0	0	50	0
Number of students tested	5	0	2	2	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	91	94	91	25	89
% Advanced	58	31	52	0	61
Number of students tested	57	48	46	4	46
10. Two or More Races identified Students					
% Proficient plus % Advanced	86	100	86	0	100
% Advanced	29	40	43	0	60
Number of students tested	7	10	7	0	5
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 4

Publisher: Data Recognition Corporation

Test: AK Comprehensive System of Student Assessment (CSSA)

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	92	93	96	92
% Advanced	55	58	52	52	45
Number of students tested	88	71	73	75	71
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	92	86	95	95	89
% Advanced	50	29	47	50	35
Number of students tested	26	14	19	20	26
2. Students receiving Special Education					
% Proficient plus % Advanced	89	67	80	71	83
% Advanced	33	0	20	14	33
Number of students tested	9	3	15	7	6
3. English Language Learner Students					
% Proficient plus % Advanced	50	75	100	100	0
% Advanced	0	0	25	0	0
Number of students tested	2	4	4	1	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	91	50	84	100	89
% Advanced	58	33	17	75	33
Number of students tested	12	6	6	4	9
5. African- American Students					
% Proficient plus % Advanced	86	33	100	100	67
% Advanced	57	33	50	71	33
Number of students tested	7	3	2	7	3
6. Asian Students					
% Proficient plus % Advanced	67	100	100	100	0
% Advanced	33	100	50	100	0
Number of students tested	3	1	2	1	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	50	0	100	100

% Advanced	0	0	0	50	50
Number of students tested	0	2	0	4	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	95	93	94	94
% Advanced	55	62	53	47	45
Number of students tested	60	52	53	49	49
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	50	71	40	50	71
Number of students tested	6	7	10	10	7
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

Subject: Reading/ELA   **Test:** Alaska Comprehensive System Student Assessment (CSSA)

All Students Tested/Grade: 5   **Edition/Publication Year:** 2013
Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	96	91	96	92
% Advanced	36	32	43	46	45
Number of students tested	61	66	77	66	87
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	93	90	87	95	91
% Advanced	36	20	39	50	39
Number of students tested	14	20	23	20	31
2. Students receiving Special Education					
% Proficient plus % Advanced	67	71	62	71	60
% Advanced	0	14	15	14	20
Number of students tested	3	7	13	7	5
3. English Language Learner Students					
% Proficient plus % Advanced	100	0	0	100	100
% Advanced	0	0	0	0	0
Number of students tested	2	0	0	1	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	80	100	100	100	100
% Advanced	20	50	40	75	63
Number of students tested	5	4	5	4	8
5. African- American Students					
% Proficient plus % Advanced	67	100	100	100	83
% Advanced	0	0	40	71	67
Number of students tested	3	2	5	7	6
6. Asian Students					
% Proficient plus % Advanced	100	100	0	100	100
% Advanced	50	0	0	100	100
Number of students tested	2	2	0	1	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	0	75	100	100

% Advanced	0	0	25	50	0
Number of students tested	2	0	4	4	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	94	88	94	90
% Advanced	36	31	44	47	40
Number of students tested	44	48	52	49	58
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	80	40	45	50	46
Number of students tested	5	10	11	10	13
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA   **Test:** Alaska Comprehensive System
Student Assessment (CSSA)

All Students Tested/Grade: 6   **Edition/Publication Year:** 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	97	89	89	91	78
% Advanced	56	61	51	56	39
Number of students tested	64	72	69	79	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100	73	90	81	60
% Advanced	36	33	58	43	30
Number of students tested	11	15	19	21	23
2. Students receiving Special Education					
% Proficient plus % Advanced	67	50	63	75	67
% Advanced	17	17	25	50	33
Number of students tested	6	12	8	4	3
3. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	100
% Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	88	89	100	100
% Advanced	100	50	33	70	100
Number of students tested	2	8	9	10	1
5. African- American Students					
% Proficient plus % Advanced	100	100	75	75	20
% Advanced	100	25	25	50	0
Number of students tested	3	4	4	4	5
6. Asian Students					
% Proficient plus % Advanced	100	0	0	100	100
% Advanced	50	0	0	100	100
Number of students tested	2	0	0	1	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	80	100	100	0

% Advanced	0	60	33	25	0
Number of students tested	0	5	3	4	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	88	90	92	80
% Advanced	48	63	54	55	40
Number of students tested	48	49	48	51	52
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	80	78	90
% Advanced	78	83	80	56	40
Number of students tested	9	6	5	9	10
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: